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ABSTRACT

A review of the literature on community service programs in the community college is provided. Emphasized in the review are: characteristics and motives of adult students, community involvement, program planning and administration, community analysis, types of community service functions, and community service program assessment and evaluation. Also included are a suggested outline for a continuing education master plan, a diagram of a planning process, and a bibliography. (KM)

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COMMUNITY COLLEGE COMMUNITY SERVICES PLANNING:

A LITERATURE REVIEW TOWARD DEVELOPMENT OF A MASTER PLAN IN CONTINUING EDUCATION

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Various definitions of community services are found in the literature of the junior college movement. Although the definitions differ in exact content, they encompass essentially the same concept.

James Reynolds views community services as "involving both college and community resources and conducted for the purpose of meeting specified educational needs of individuals or enterprises within the college or the community." (23 : 142)

Leland Medsker (18) and B. Lamar Johnson (15) see community services as " various special services " that the college provides outside the formal classroom. Roosevelt Basier calls community services " the provision of a variety of services to the community through media other than courses and regular classes. (1 : 428), and Ervin L. Harlacher sees community services as services which are educational, cultural, and recreational which an educational institution may provide for its community in addition to its regular schedule - day and evening classes. (13 : 12)

However, the thrust of this paper is not to attempt to establish parameters on community services or continuing education. Rather, the emphasis is implicit in defining the concept in its broadest manner. In other words, a specific definition seems unimportant just so long as the function of community services implies a wide-ranging and broad set of activities and functions. This approach is not one of neglect but one of pragmatism. Today's

interpretation of what specific types of activities are involved in educational, cultural, or recreational services might be quite different from that of tomorrow's, as the community college reacts to the changing needs of the community it serves. (24)

Research reveals that the part-time and adult student comprises more than 50 percent of the enrollment in the community college. The familiar concept of the adult student as a young, well-educated, full-time worker in a white-collar occupation, above average in income, married with children, and an urban resident is changing to include the older, uneducated, unemployed, blue-collar worker with a below-average income. If a change is not taking place to embrace the newer concept, the community services function of the college is not operating at its optimum capacity. (19)

The nation's adults want a different kind of education, based on rapidly changing needs, and infinitely much more than most colleges provide. An academic commission on non-traditional study has so concluded after a two-year investigation. Cited as desired by adults, per classified subjects, are: vocational subjects: 43% - cited as first choice; hobbies and recreation: 13.4%; home and family life: 12%; general education: 12.6%; personal development: 6.8%; public affairs: 4.5%, religious studies: 3%, and agriculture and farming: 2.9%. (14)

When asked where they, the adults, would like to study, their first choice was home, employer second. Thereafter, choices were varied

from various types of schools or trade centers. The obstacles to adults' learning were cost, time, home and job responsibilities, length of study programs and proper information concerning where they could get programs which they desired. (14)

Blocker, Plummer and Richardson found that the single, most important reason for an adult to return to school is economic. Eighty-five percent of the evening students, in a Flint, Michigan survey, said they were attending evening school to obtain a better job. (3) Koos concluded that "economic enhancement is seen to be the most frequent, single reason for attendance". (17)

Douglah, in his study, investigated the influence of positional and psychological factors on adult education participation of adults with low-education attainment (less than 12 years of schooling). Results of the study investigation indicated several factors. The highest participation rate was found not in the younger age group but in the middle age range for the low-educational attainment group, whereas persons in the well-educated group participated from early adulthood to well into middle age. (7)

Family income patterns were reflected in the low-educational group with those in the lower brackets showing much less participation than those in the higher brackets, whereas income did not seem to be a factor in the well-educated group. Family status patterns showed that increasing family responsibilities (number of children) were associated

with increased participation in the low-education group, whereas the higher education group showed no significant differences.

This study seems to say that some of the factors found that influence participation of the lower-educated group (such as age, employment, income, and family status) can be isolated, while the same factors do not influence the higher-educated group.

In a community college, the philosophical question of planning for "self-actualization" or "economic" gain cannot be argued, since self-actualization must come only after some economic security has been reached. As Cohen points out, it is sometimes difficult to justify the worth of some community services except for the public relations value. If the continuing education and/or community services program of a community college is aimed primarily at the disadvantaged (in any context), perhaps more emphasis needs to be placed on curricula in basic education and occupational training or retraining rather than avocation programs. (4) As Cohen stated:

> " If the colleges continue merely to provide space for hobby courses, the community's performing groups, and miscellaneous workshops, institutes and conferences - listed as "community services" mainly because they are allowed to be held on campus - then the worth of community-service programs is in doubt." (5: 139)

In view of this, it would seem rational that any planning requires an open-minded and innovative approach. The director must constantly search out and initiate new programs while dropping obsolete and ineffectual ones. According to William Ogilvie and Max Raines (21), as community colleges

involve themselves in community services, any expansion should take place on the basis of three questions:

(1) Does the analysis of the community indicate a real need for the proposed service?

(2) Is the community college the appropriate local agency for meeting the need?

(3) Can the community college provide the leadership and resources necessary to make the proposed expansion of services necessary?

The community college is a social structure operating within a context of social values. The social values which seem highly relevant to community services are as follows: personal self-realization, equal opportunity, economic efficiency, and civil responsibility. The community college which embraces these values and attempts to operationalize them will be responsive to a program of services that seeks to facilitate self development and community development. (4)

Raines describes self-development functions as those activities of the college which focus upon the needs, aspirations and potentialities of individuals or informal groups of individuals to help them achieve a greater degree of personal self-realization and fulfillment. Among the activities in this category are: (1) personal counseling, (2) educational extension (T.V. classes, evening classes, weekend college, neighborhood extension centers), (3) educational expansion (institutes, seminars, tours, short courses), (4) social outreach (programs to increase the earning power, educational level and political influence of the disadvantaged), (5) cultural development (fine arts series, art festivals, artists in residence, community theatre),

(6) leisure-time activity (sports instruction, outdoor recreation). (21)

The professional community services administrator often involves the community only when seeking financial or comparable demands. He must guard against becoming narrow and authoritative concerning program content and operation. He should see broad community base input into community service programming. (23)

Broad based representatives from the community are suggested to act as a citizen advisory committee. Oak Park, Illinois school district has a citizens council of 45 persons which meets monthly for a study of questions which have come from other citizens. It is pointed out that the Council should represent as much as possible a cross-representation of the total community. (23)

Raines' community development functions are primarily focused on cooperative efforts with community organizations, agencies, and institutions to improve the physical, social, economic, and political environment of the community. Activities in this category include: (1) Community Analysis (analyzing census tracts, manpower data, conducting problem-orientated studies, identifying roles or organizations); (2) Interagency Cooperation (establishing adequate linkage with related programs of the college and community to supplement and coordinate, rather than duplicate existing programs); (3) Advisory Liasion (identifying and involving key members of the various subgroups with whom cooperative programs are being planned, (4) Public Forum (developing activities designed to stimu-

late interest and understanding of local, national, and world problems); (5) Civic Action (community sect studies, urban beautification, community chest drives, air pollution); (6) Consultation (consulting with business and industry in the community, advising on instructional materials, designing community studies, etc.) . (21)

There are basic truths that must be considered in community analysis. A prime example is that the Florida law states that the junior colleges shall survey and maintain a current appraisal of the needs (of the service area) and shall develop and offer such programs as are appropriate. (8) Fields takes the point of view that the community college is locally supported and controlled; therefore, it is at the local level that the majority will determine the extent to which the college serves its region through community services, by mission statements, policy and finance. (9) Harlacher believes that statements concerning community services "must be forthcoming from the Trustee Board which indicates that it is dedicated to make the college truly a community institution." (13 : 46)

The community services planners should involve the community as much as possible when planning the total program. Professional program development functions relate to those activities of the community services staff, designed to procure and to allocate resources, coordinate activities, establish objectives and evaluate outcomes. Included here are such functions as: (1) public information (interpreting programs and activities of community services to the college staff as well as to the community at

large); (2) professional development (providing opportunities and encouragement for staff members to upgrade their skills in program development and evaluation) ; (3) program management (establish procedures for procuring and allocating the human and physical resources necessary to implement the community services program); (4) conference planning (providing professional assistance to community groups in the planning of conferences, institutes, and workshops); (5) facility utilization (encouraging use of college facilities by making them readily accessible, facilitating the scheduling process and by redesigning facilities for multipurpose activities when appropriate); (6) program evaluation (developing the staff with a basis of specific objectives of the program, identifying sources of data, and establishing procedures for gathering data to appraise the probable effectiveness of various facets of the program.) (21)

This is a rather comprehensive list of types of community service functions in which a college may engage. Certainly, in any form of comprehensive planning, these functions proposed need to be carefully studied and analyzed. This should be done in a manner as to establish some sort of priority system. The director must assign priorities to programs which are most beneficial to the college's constituency, most compatible with the human resources available to carry out the programs, and most compatible with the goals and philosophy of the institution itself. Needless to say, another reason for the necessity of establishing priorities is that not all desired programs will usually be implemented due to budgetary or other monetary constraints.

In assessing and assigning priorities on community service programs, Keim suggests the administration of the college consider the following questions. (These questions involve three major areas: organization and administration; facilities and services; and educational services) (16)

A. Organization and Administration

1. Is the staff adequate? Is there a chief administrative officer or are the duties assigned as a part-time assignment?
2. Is there office separation between the function and other duties such as public information or public relations, or does one office staff assume other services under the umbrella of community services?
3. Are objectives clearly established?
4. What are the patterns of finance and what help does the administrator receive from his President in matters of finance?
5. What use is made of Citizens Advisory Committees?
6. What measures are taken to assure the college that its program of community services reflects the characteristics and needs of the community?

B. Use of College Facilities and Services

1. To what extent does the community make use of college facilities, and are facilities planned with use by community organizations in mind?
2. Are plans made for off-campus facilities, community centers, satellites, etc.?

C. Educational Services

1. What is the practice concerning non-credit short courses, seminars, workshops, etc.?
2. Are they organized to provide a full range of topics for all segments of the population, or, are they all directed toward middle class values with major emphasis on business and job updating?
3. How does the college, through community services, coordinate community effort toward the disadvantaged?
4. What leadership is demonstrated by the college in the area of community research?

5. Is this research made available to other agencies of the community?
6. What effort is made, through community services, to counsel adults in the community regarding educational needs?
7. What classes and workshops are offered to train local governmental and social welfare agencies?
8. Is use of T.V. and radio made to bring educational programming to a broad base of community participation?
9. What specific community problems have been attacked by the college through the program of community services?
10. In what way has the college demonstrated that it is the intellectual and physical resource of the communities which it serves?
11. How has this effort been directed toward the disadvantaged?

D. Cultural and Recreational Services

1. How has the college coordinated efforts to produce a well-founded program of cultural and recreational events for all segments of the population of the community?

Once these questions have been answered, the college should be able to determine just where it is heading in community services, what the present- and more importantly, the future program should be expected to accomplish, how the objectives will be accomplished and how the program will be implemented.

The final step in planning should involve an evaluation. A central purpose of setting goals and objectives is to have some means of evaluating achievement. All evaluation data should become the source for establishing new goals. Results are analyzed, interpreted and fed back to the administrative staff. This evaluation is used as a feedback device to review and to revise the insitututional and community services directions and goals.

Having reviewed the foregoing literature, and having been a practitioner in the field of Community Services and Continuing Education,

I offer the Suggested Outline (Chart A) as a Guide. This Guide is not to be considered all inclusive, since many colleges vary in objectives and philosophy, and could vary in all the remaining topics. (10)

This outline is an attempt to summarize the points of consideration from the present day literature to future developmental planning. It should be noted that in planning this outline, it was assumed that: (1) philosophies and objectives are positive; (2) there is administrative support for continuing education and community services, both from within the college and at any level of higher governance that may be involved, and (3) that there is adequate financial support to match the objectives of the college.

The development of the Community Services Master Plan then becomes one of research techniques and involvement. Thus, consider the Institution in the center of a wheel, with the total community implications surrounding the Institution. (Chart "B") This Chart is a graphic illustration of a planning process. Implications are: (1) to learn and to understand the total community, determining what services or programs are presently provided, and (2) to determine what services or programs various sectors of the community want the college to provide.

If proper techniques are employed in such community involvement, this will become the community needs indicator. This indicator can be used to assess future planning necessary in terms of facilities, funds and personnel to assist in preparing the Community Services Master Plan for any given college.

CHART " A "

SUGGESTED OUTLINE
FOR
CONTINUING EDUCATION MASTER PLAN

I. College Philosophy and Objectives

II. Description of the Service Region

- A. Population Data for College Region
- B. Educational Data for Region
- C. Economic Data for Region
- D. Employment Characteristics of Region

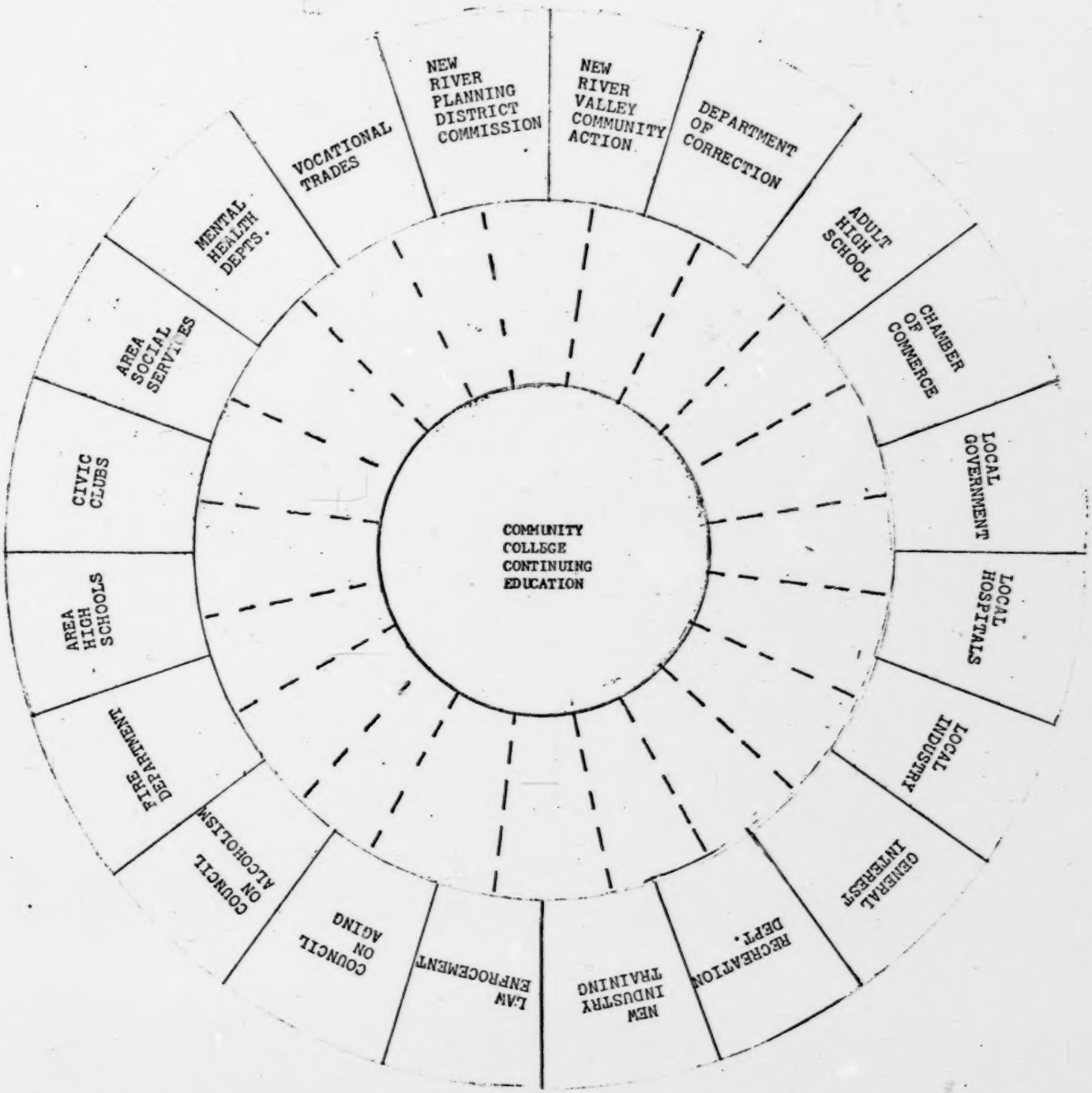
III. What the College Is Doing, What the College is Planning

- A. Continuing Education in the Community College in Terms of its Total Clientle.
  1. Adult Special Interest Skills
  2. Local Government
  3. Chamber of Commerce
  4. Local Hospitals
  5. Local Industry
  6. General Interest
  7. Recreation
  8. New Industrial Planning
  9. Law Enforcement
  10. Aging
  11. Alcoholism
  12. Fire Departments
  13. Area High Schools
  14. Civic Clubs
  15. Area Social Studies
  16. Mental Health Services
  17. Vocational Trades
  18. Local Community Planning Agencies
  19. Community Action Programs
  20. Correction and Rehabilitation Services
  21. Other Services

IV. Facilities: Needs and Projections

V. Program Funding

CHART "A"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NEW RIVER VALLEY COMMUNITY ACTION
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ADULT HIGH SCHOOL
CHAMBER OF COMMERCE
LOCAL GOVERNMENT
LOCAL HOSPITALS
LOCAL INDUSTRY
GENERAL INTEREST
RECREATION DEPT.
NEW INDUSTRY TRAINING
LAW ENFORCEMENT
COUNCIL ON AGING
COUNCIL ON ALCOHOLISM
FIRE DEPARTMENT
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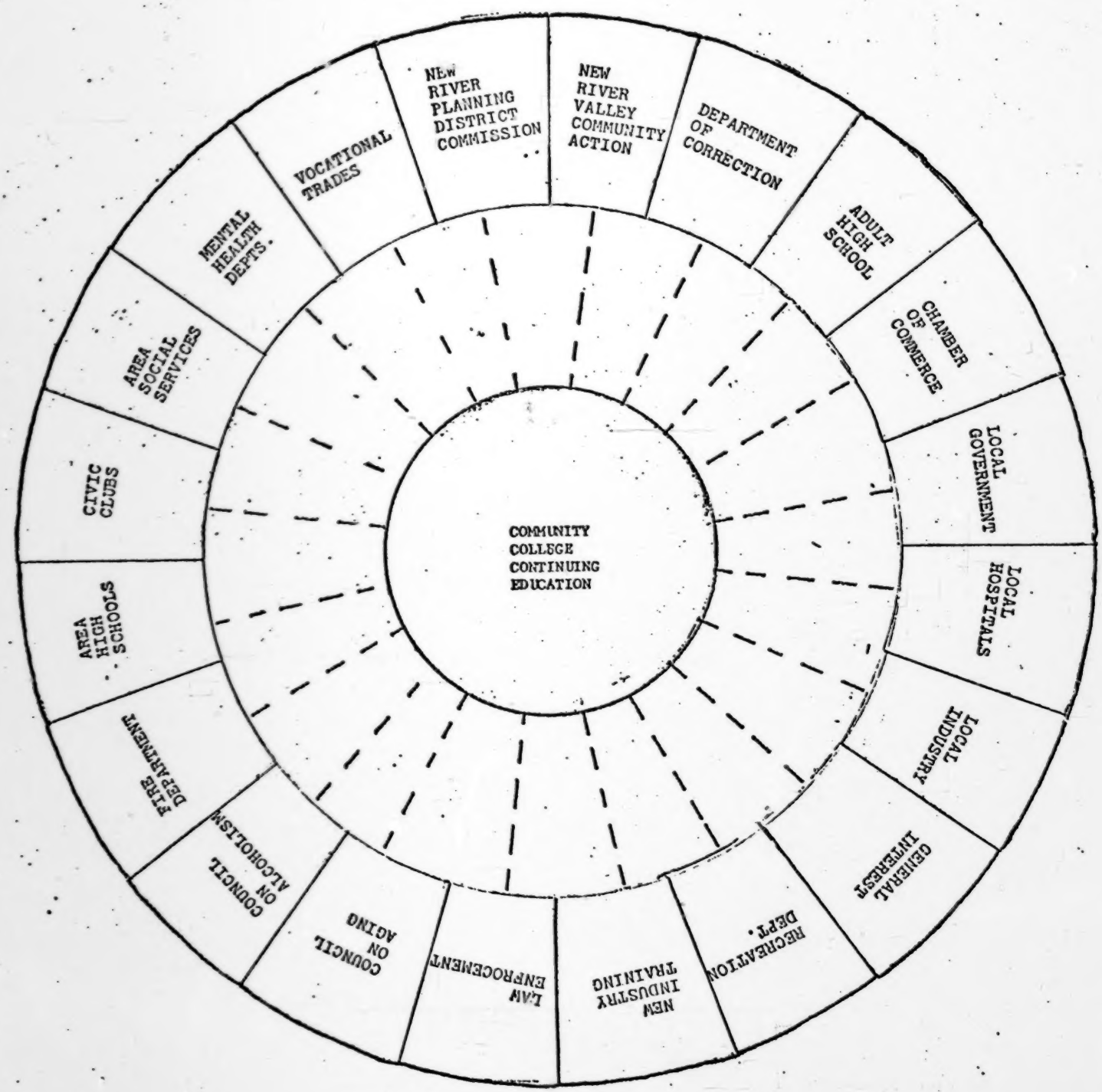
CIVIC CLUBS
AREA SOCIAL SERVICES
MENTAL HEALTH DEPTS.
VOCATIONAL TRADES

CHART "B"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ALCOHOLISM
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